

## KOREAN CULTURE EDUCATION PLAN FOR BEGINNER LEARNERS IN UZBEKISTAN

*Park YeJin*

*Uzbekistan State University of Culture and Arts Cultural Studies*

**Annotation:** In this article, the peoples of Uzbekistan and South Korea have been considered by the ancient cultural ties and their ties of friendship. Also. The article states the spiritual and cultural significance of these cultural ties today, where the activities of cultural centers, historical ideas and the role of festivals were studied, and the role of festivals is highlighted.

**Keywords:** Uzbekistan. Korean, Culture, Cultural Relations, Cultural Centers History, Language, Urf Usuals, Rituals

This study aims to examine the current status of Korean culture education for beginner-level learners studying Korean at universities in Uzbekistan, analyze Korean language textbooks used by each institution, and suggest ways to improve Korean culture education.

Uzbekistan became independent from the Soviet Union in 1991 due to the dissolution of the former Soviet Union, and established diplomatic relations with Korea in 1992. Since then, the two countries have maintained cooperative relations through exchanges in various fields such as economy, culture, education, medical care, and IT. There are approximately 200,000 Koryo people living in Uzbekistan, and the number of Uzbeks living in Korea is increasing day by day<sup>1)</sup>. Furthermore, as interest in the Korean language in Uzbekistan increases, the number of Uzbek students studying in Korea<sup>2)</sup> for the purpose of learning Korean is also increasing.

Despite the increase in interest in Korean language education and cultural education among Uzbek learners and the increase in the number of Korean language learners in Korea, there is still little research on Korean language education and cultural education for Uzbek learners. In other words, although Korean language education began in Uzbekistan in 1937, there is not much research on Korean language education, cultural education, and textbook development for Uzbek Korean language learners. Looking at previous studies targeting Uzbek learners, the research that has been done is about their Korean language education, but it is true that there is no research on cultural education. Kim Mi-young (2017:03) stated, “Despite the increase in Uzbek people’s visits to Korea, interest in Korean language, and the resulting increase in Korean language learners, there is still little research on Uzbek learners, and there are no textbooks published in Korea targeting Uzbek learners.” Korean language education cannot reach its ultimate goal of language without cultural education. In particular,

cultural education is even more essential when language education is conducted overseas. This is because learners do not only learn the language of another country in the process of learning it, but also come to know a new world through that language, and that new world is culture. In other words, language and culture are inseparable, and when language education of different groups is carried out, the principle of interculturality should be applied and education should be carried out. Hwang Seol-un (2013:255) stated that “intercultural communication can be seen as being published from the perspective of interculturality in order to solve problems such as anxiety, misunderstanding, conflict, and avoidance during the communication process by considering not only the target language and target culture but also the learner’s mother culture and identity.” Since Korea and Uzbekistan clearly have different and unique cultures, it is inevitable that Uzbek Korean learners will experience anxiety, misunderstanding, conflict, and avoidance in the process of studying Korean. Therefore, Korean culture education should be carried out systematically and efficiently to minimize the expected culture shock in the target language of beginner-level learners studying Korean in Uzbek universities and to facilitate Korean language learning. Cultural education plays a very important role in language education. Yoon Yeo-tak (2015:2) stated, “Generally, language is a reflection of culture itself, and culture is expressed in various forms such as literature, art, customs, and ideas (which are also culture in themselves). Therefore, language education is not all about culture education, but it has an inseparable relationship with culture education. This characteristic of culture and culture education is the same not only in foreign language education but also in native language education.” Therefore, based on the inseparable relationship between language and culture, this paper investigates the current status of Korean culture education in Uzbek universities, identifies the characteristics and limitations of Korean culture education, examines the items of Korean culture education in Korean language textbooks used in Uzbek universities, and suggests appropriate principles, methods, and materials for Korean culture education for local Korean language learners.

1. This paper understands the concept of Korean culture education based on literature research, and then examines various methods of Korean culture education. Through this, we extract an efficient method of cultural education for Uzbek local beginner learners. In addition, this paper examines the definitions of cultural education materials by various scholars and analyzes textbooks for Uzbek learners based on these. Furthermore, this paper examines the current status of Korean culture education in universities located in the capital of Uzbekistan and that have Korean language departments, and examines the limitations of Korean culture education in the field. In addition, we analyzed Korean language textbooks used for Korean culture education for beginner learners at Nizami University of Education and Tashkent Oriental

University, such as Seoul National University Korean 1 and 2, Talking Korean 1 and 2, Fun Korean 1 and 2, and Yonsei Korean 1-1 and 1-2. Before analyzing the textbooks, we present the criteria and methods for textbook analysis, and then analyze the textbooks using the methods extracted through these. Finally, based on the concepts and methods of Korean culture education mentioned in Chapter 2 and the results obtained through the field survey and textbook analysis conducted in Chapter 3, we present a plan to improve Korean culture education for beginner-level learners in Uzbekistan. Accordingly, we will organize the principles of Korean culture education for Uzbek learners and suggest methods of culture education through them. This study, which was conducted in this way, is structured as follows.

Chapter 1 specifically explains why this study is necessary and what its purpose is. Then, we examine previous studies in three aspects: first, research related to the concepts and methods of general Korean culture education, second, research related to Korean culture or literature targeting Uzbek learners, and third, Korean culture education targeting specific groups of learners.

Chapter 2 examines the concept of culture education through literature research and, through this, we will examine the position of culture education in Korean language education. Then, we will examine various methods of culture education and find out which methods are best to utilize when providing culture education to Uzbek learners in overseas settings. Based on the discussions of various scholars on cultural materials, the importance of textbooks is mentioned and the discussion for textbook analysis in this paper is built.

In Chapter 3, the current status of Korean culture education in universities located in the capital of Uzbekistan is investigated and the limitations of cultural education are presented. In addition, the items of Korean culture education in Korean language textbooks used in each major university are examined and the limitations of the Korean culture items presented in the textbooks are presented.

In Chapter 4, based on the results obtained through the discussions discussed above, a plan for improving Korean culture education for local beginner-level learners in Uzbek major universities is presented. Finally, Chapter 5 summarizes the research results so far.

### **Used literature**

1. Edward Tylor(1958), *Primitive Culture, The Origins of Culture*. New York:Harper Torchbooks,
2. Hymes.D.H(1972), *On Communicative Competence*,Sociolinguistics, Harmondsworth:Penguin.
3. Jespersen.O.(1996), *How to teach a foreign language*,London: Allen & Unwin
4. Jiang.W.(2000), *The Relationship between Culture and Language*. *ELT Journal*
5. Stern.H.H(1992), *Issues and options in language teaching*, London: Oxford University Press